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VOL. III.

INDIANAPOLIS, FEB., 1858.

NO. 2.

THE CHARACTERISTICS OF A COLLEGE.

Extracts from the Address of Prof. J. D. Butler, of Wabash College, before the State Teachers' Association.

I HAVE heard of Colleges which are not Colleges. Their instructors are busy-bodies in all other matters, rather than dedicated to their professional duties. Learning Mathematics through keys, and Classics through translations, they tread their class-room routine as you would go through serving up a feast, if all the plates and platters were foodless. Hence, they so vaccinate their disciples with learning, as to make it sure they will never use much of it, or they put them through their studies somewhat as transportation companies forward emigrants along a canal. Their pupils are drawn from those youth, who, at home, have proved themselves either ungovernable, or too feeble or indolent to labor. Yet, in the intervals of riding, hunting, and smoking, and within a very few terms, curtailed at one if not both ends, these upstarts run through the whole circle of science. In truth, however, they either question their teacher, instead of answering his questions, or, allowed to choose their studies, as a quack's patients choose their medicines—they give up attention to every subject as soon as they feel its difficulties. Thus they resemble the dog, who turns back from chasing a lion as soon as he hears him roar, or imitating those New Zealand chiefs, who never eat a morsel of meat till it has been first chewed soft in the mouth of a slave, they

have all difficulties made easy. Yet to most of these fast men, the shortest cut to a collegiate degree seems too long. Accordingly, theirs is the spirit of the hen, who, having laid a single egg, thinks she has nothing else to do but cackle; or they have their emblem in those fabulous monsters generated by the slime of the Nile, whose fore feet began pawing before their hind feet were made and while they remained but plain mud. Were the literary death of each deserter in the midst of the educational march, commemorated after the custom of Pythagoras—by a cenotaph in the campus of his college—its tombstones must out-number its trees. The epitaph on such a monument might well be the three words, into which a medal of Queen Bess condensed the history of the “invincible armada,” namely, *venit, vidit, fugit*. The career of those in such an institution who persevere to the end of its curriculum is illustrated by a hog story, which I know you will pardon me for telling, if any *one* person present has not heard it. A man who thought his fence impregnable against hogs, finding his garden laid waste, kept watch till he saw a porker pass through the apparently faultless muniment. On search he found that his swinish had effected an entrance through a hollow and crooked log. He changed the position of this tree, so that both ends opened outwards, and watched again. Ere long he espied the same porker trying once more his familiar covered way. When the garden-waster emerged on the same side of the fence on which he went in, wonder was legible on his swinish visage, and he even repeated his course through the log. But the students I have in mind, after going through all the forms of assault on the citadel of science, though they remain out-siders forever, coming out on the same side of the fence on which they went in, yet show no signs of wonder.

But I turn from such an educational caricature, and ask your attention to some characteristics of a genuine college, and chiefly to the formative influences of such an institution upon its students, or the adaptation of colleges to their mission. My theme is grave—yet I shall not hesitate to treat it in a light and careless vein. I aspire not to be so grave, that if the law of gravitation had not been discovered, you could deduce it from my face, lest I become so dull that you would gape as if ready to swallow me, if not my discourse. One characteristic of a true college is, that exercising so much control as is needful to teach self-control, it sequesters its members from the usual employments of life. Such halcyon seclusion is usually a prerequisite, indispensable to successful cul-

ture. Wherever it is wanting, there must be manifold experiences analogous to a certain matron's on a southern plantation, who, essaying to teach her children at home, was called upon first to prepare calomel for sick Syphax, next to compose differences between Lafayette and Venus, then to dress a foot cut with a hoe, now to find the key to the corn-crib, anon to buy a dozen eggs, or to nurse her infant, or to furnish an axe in place of one suddenly broken—in short, was hour by hour interrupted, till the sun set, and nothing had been taught. For avoiding such distractions, and to screen from the sight as well as the song of beguiling sirens, (but not at all through any fondness for cloistered day dreams, or monkish idleness), is collegiate life guarded against invasions from without. As God closed Milton's outward eyes to open on him, all the more, that inward light, which never shone on land or sea—so is the world of sense hid from the student only that the world of thought may be the more revealed.

The better class of colleges further awaken the intellects of their members, because they are officered, not by pedagogues, who, like finger-posts by the way-side, point out to others a path wherein they can not themselves move forward, but by scholars of genuine culture. A monk who will sooner starve than solicit charity for himself, counts it no shame to beg for his convent. So I shrink not from praising college officers as a body, aware that I am the least in that learned order.

A certain Scotch wit, when asked "what manner of man a college president should be," replied that "he ought to be a scholar both better and yet worse than all his professors." His meaning was, that the head of such an institution, while inferior to each instructor, regarding his own speciality, should, at the same time, be his superior regarding all the other segments in the circle of culture. I know not where this ideal of an intellectual monarch has been realized oftener than in presidents of colleges. Such a head will crown and consummate a body of professors like a dome surmounting clustered arches and pillars, radiating in equal expansion towards all, unifying and harmonizing all. A professor, on the other hand, must sacrifice something of many-sided presidential culture, that he may carry further that special development for which he has natural aptitude, and which his class duties demand.

Because art is long and life is short, the same man can not make hats, coats, boots, and houses; at least, can not make them all

well. For the same reason, whoso, in the world of learning, would know everything of one department must determine to know nothing of any others (though dear to him as a right hand), so far as they are not linked, by some strong connection or nice dependency, in a golden chain with that single one. Like the bee, he may wander in many fields, but only for filling one hive. He must stop his thoughts from moving beyond his sphere,

"Till its commandment all alone shall live,
Within the book and volume of his brain."

Hence, while others resemble conquerors overthrown by a passion for universal empire, he will show himself at home and a master in his own province; and although shut up to the same old studies, will compel them to yield new verdure, flowers, and fruit, year after year, even as a good tree, needing not to be transplanted to and fro, extorts new treasures from the same old soil, from generation to generation. Such a head and such branches in a faculty remind me of Napoleon and his staff, when attempting to ford the Red Sea, after nightfall. On getting beyond their depth, and being ignorant which way the shore lay, the Emperor halted his steed, and bade his officers swim their horses in lines radiating from him as a center. Of course, one of them soon shouted, "land." Thus, the coasts of knowledge, as yet *terra incognita*, are to be discovered by adventurous explorers, taking their departure from a well known center, and spurring, like divergent subalterns, into the unknown horizon. Such scholars will waken responsive echoes in their pupils. The truth is, that whatever is set on a high place flows downward, as Shakspeare's diction enriches the speech of myriads who never read one of his plays.

What is it to teach? It is to shine on the angles of a thought till things which differ are distinguished; to dignify the trivial, as rivers dignify their spring-heads; to elucidate the obscure, like geometrical diagrams; to simplify the difficult, as when a pair of compasses enables a child to draw a circle; to freshen common places, as when old coin is new minted; to beautify the repulsive, as parables embroider the sober web of truth. Such as aspire thus to teach, will take care to have studies succeed each other in due order, so that the simple may smooth the way for the abstruse. They bid their learners imitate the athlete, who, at first, lifted a calf, but continuing to lift him, day by day, so grew in strength, that in the course of time he lifted an ox. They agree with Bacon, "that untimely learning draweth on by consequence superfi-

cial teaching, and that the gravest of sciences, where novices undertake them, are made contemptible." Students essaying a study for which they are not prepared, by previous attainments, can not penetrate to its delicious pomegranite pulp, but are disgusted with the bitter rind and tasteless husk, which is all their teeth can reach. Those who study Locke on the Understanding before they have any key to him in their own understandings, find their counterpart in those dwarfs carved as measuring a giant, and who, since his little finger is thicker than their loins, were only able to take the dimensions of his thumb. Nor is this all. They are likely to be puffed up with a self-conceit which is fatal to all further progress, since it keeps them ignorant of their own ignorance, like the smatterer to whom the court epigram says :

"Thou may'st of double ignorance boast :

Thou know'st not that thou nothing know'st."

He who goes in at the big end of the cornucopia—what is to be expected but that he will come out where that horn of plenty dwindles to a point ; that is, the little end of the horn.

Again : In a good college, time is not frittered away in a host of studies, since, if studies are multitudinous, the pupil is bewildered like a party of Esquimaux Indians in London, hurried from one to another of its pomps and marvels, and asked what they thought of them, their answer was, "Too much ! too much smoke and noise—too much houses and men—too much everything." Nor yet, should attention be jaded through confinement to one single branch. On the top of a certain mountain there lies a flat stone, on which are chiseled these words : "Turn me over." Curiosity is too strong in most visitors there for them to be content without turning its huge mass upside down. Beneath it they find nothing, but reading on its lowest face, "Turn me back," they are sure to put forth their strength for replacing the rock as it was, wishing to entrap others as it has entrapped them. Alternating studies, saying now "turn me over," and anon, "turn me back," will enliven languid interest. Uniformity deadens : variety quickens. Accordingly, the bill of fare in a college is like Eve's, in Eden :

"Taste after taste, upheld by kindest change,

And all so forming a harmonious whole,

That as they still succeed, they ravish still."*

*We should be pleased to give the whole of Prof. Butler's Address. It was a rich treat to the members of the Association. With the consent of the author, we have preferred to make the above brief extracts, to giving a report of the whole address.—ED.

“CODE OF HONOR”—FALSELY SO CALLED.

At a Convention, composed of delegates from Colleges in the State of Ohio, assembled at Columbus, December 29th, 1856, the following resolutions, designed to promote the internal tranquility, the literary progress, and the exemplary conduct of students, were unanimously adopted; and a committee, consisting of the Hon. Horace Mann, President of Antioch College, the Rev. Jeremiah Hall, President of Denison University, and the Rev. Dr. Solomon Howard, President of Ohio University, were appointed to prepare an Address to the faculties of Colleges in the State of Ohio, setting forth, more fully and argumentatively, the subject-matter of the resolution, and to cause the same to be printed and distributed.

From the report which was made by Hon. Horace Mann, we make the following extracts:

A feeling almost universally prevails throughout the Colleges and Schools of our country, that the students in each Institution constitute of themselves a kind of corporation; and that this corporation is bound to protect and defend, with the united force of the whole body, any individual member who may be in peril of discipline, although that peril may have been incurred by his own misconduct. If, then, there is a corporation bound together by supposed collective interests, it is certain that this body will have its laws; and, as laws will be inefficacious without penalties, it will have its penalties also. These laws, by those who are proud to uphold and prompt to vindicate them, are called the “*Code of Honor*”—a name which at once arouses the attention and attracts the sympathies of ardent and ingenious youth. Being unwritten laws, with undefined penalties, both law and penalty will, at all times, be just what their framers and executors choose to make them. But unwritten laws and undefined penalties are the very essence of despotism, and hence the sanctions for violating this Code of Honor, so called, are often terrible,—so unrelenting and inexorable that few, even of the most talented and virtuous members of our literary institutions, dare to confront and brave them. Often they are the very reverse of the old Roman decree of banishment; for that only deprived a citizen of fire and water, whereas these burn or drown him. They often render it impossible for any supposed offender to remain among the students whose vengeance he has incurred.

The requisitions of this code are different in different places, and at different times. Sometimes they are simply negative, demanding that a student shall take care to be absent when anything culpable is to be committed, or silent when called on as a witness for its exposure. Sometimes they go further and demand evasion, misrepresentation, or even falsehood, in order to screen a fellow-student or a fellow-conspirator, from the consequences of his misconduct. And sometimes, one who exposes, not merely a violator of college regulations, but an offender against the laws of morality and religion, in order that he may be checked in his vicious and criminal career, is stigmatized as an "informer;" is pursued with the shafts of ridicule or the hisses of contempt, or even visited with some form of wild and savage vengeance.

It is impossible not to see that when such a sentiment becomes the "common law" of a literary institution, offenders will be freed from all salutary fear of detection and punishment. Where witnesses will not testify, or will testify falsely, of course the culprit escapes. This security from exposure becomes a premium on transgression. Lawlessness runs riot when the preventive police of virtuous sentiment and of allegiance to order is blinded and muzzled. Thus, at the very outset, this Code of Honor inaugurates the reign of dishonor and shame. Judged, then, by its fruits, what condemnation of such a code can be too severe?

But, in the outset, we desire to allow to this feeling, as we usually find it, all that it can possibly claim under any semblance of justice or generosity. When, as doubtless it sometimes happens, one student reports the omissions or commissions of another to a College Faculty, from motives of private ill-will or malice; or, when one competitor in the race for college honors, convinced that he will be outstripped by his rival, unless he can fasten upon that rival some weight of suspicion or odium, and therefore seeks to disparage his character instead of surpassing his scholarship; or, when any mere tattling is done for any mean or low purpose whatever—in all such cases, every one must acknowledge that the conduct is reprehensible and the motive dishonoring. No student can gain any advantage with any honorable teacher by such a course. The existence of any such case supplies an occasion for admonition, which no faithful teacher will fail to improve. Here, as in all other cases, we stand upon the axiomatic truth, that the moral quality of an action is determined by the motive that prompts it.

But suppose, on the other hand, that the opportunities of the diligent for study are destroyed by the disorderly, or that public or private property is wantonly sacrificed or destroyed by the maliciously mischievous; suppose that indignities and insults are heaped upon officers, upon fellow-students, or upon neighboring citizens; suppose the laws of the land or the higher law of God is broken; in these cases, and in cases kindred to these, may a diligent and exemplary student, after finding that he can not arrest the delinquent by his own friendly counsel or remonstrances, go to the Faculty, give them information respecting the case, and cause the offender to be brought to an account; or, if called before the Faculty as a witness, may he testify fully and frankly to all he knows? Or, in other words, when a young man, sent to college for the highest of all earthly purposes—that of preparing himself for usefulness and honor—is wasting time, health, and character, in wanton mischief, in dissipation or in profligacy, is it dishonorable in a fellow-student to give information to the proper authorities, and thus set a new instrumentality in motion, with a fair chance of redeeming the offender from ruin? This is the question. Let us examine it.

As set forth in the Resolutions, a college is a community. Like other communities, it has its objects, which are among the noblest; it has its laws indispensable for accomplishing those objects, and these laws, as usually framed, are salutary and impartial. The laws are for the benefit of the community to be governed by them, and without the laws and without a general observance of them, this community, like any other, would accomplish its ends imperfectly—perhaps come to ruin.

Now, in any civil community, what class of persons is it which arrays itself in opposition to wise and salutary laws? Of course, it never is the honest, the virtuous, the exemplary. They regard good laws as friends and protectors. But horse thieves, counterfeiters, defrauders of the custom-house or post-office—these, in their several departments, league together, and form conspiracies to commit crimes beforehand, and to protect each other from punishment afterwards. But honest farmers, faithful mechanics, upright merchants, the high-toned professional man—these have no occasion for plots and perjuries, for they have no offenses to hide and no punishments to fear. The first aspect of the case, then, shows the paternity of this false idea of "Honor" among students. It was borrowed from rogues and knaves and speculators and

scoundrels generally, and not from men of honor, rectitude, and purity. As it regards students, does not the analogy hold true to the letter?

When incendiaries, or burglars, or the meaner gangs of pick-pockets are abroad, is not he, by whose vigilance and skill the perpetrators can be arrested and their depredations stopped, considered a public benefactor? And if we had been the victim of arson, house-breaking, or pocket-picking, what should we think of a witness who, on being summoned into court, should refuse to give the testimony that would convict the offenders? Could we think anything better of such a dumb witness than that he was an accomplice, and sympathized with the villainy? To meet such cases, all our courts are invested with power to deal with such contumacious witnesses in a summary manner. Refusing to testify, they are adjudged guilty of one of the grossest offenses a man can commit, and they are forthwith imprisoned, even without trial by jury. And no community could subsist for a month if everybody, at his own pleasure, could refuse to give evidence in court. It is equally certain that no college could subsist, as a place for the growth of morality, and not for its extirpation, if its students should act or were allowed to act on the principle of giving or withholding testimony at their own option. The same principle, therefore, which justifies courts in cutting off recusant witnesses from society, would seem to justify a College Faculty in cutting off recusant students from a college.

Courts, also, are armed with power to punish perjury, and the law justly regards this offense as one of the greatest that can be committed. Following close after the offense of perjury in the courts, is the offense of prevarication or falsehood in shielding a fellow student or accomplice from the consequences of his misconduct. For, as the moral growth keeps pace with the natural, there is infinite danger that the youth who tells falsehoods will grow into the man who commits perjuries.

So a student who means to conceal the offense of a fellow student, or to divert investigation from the right track, though he may not tell an absolute lie, yet is *in a lying state of mind*, than which, many a sudden, unpremeditated lie, struck out by the force of a vehement temptation, is far less injurious to character. A lying state of mind in youth has its natural culmination in the falsehoods and perjuries of manhood.

When students enter college, they not only continue their civil

relations, as men, to the officers of the college, but they come under new and special obligations to them. Teachers assume much of the parental relation towards students, and students much of the filial relation towards teachers. A student, then, is bound to assist and defend a teacher as a parent, and a teacher is bound to assist and defend a student as a child. The true relation between a College Faculty and College Students is that which existed between Lord Nelson and his sailors: he did his uttermost for them and they did their uttermost for him.

Now, suppose a student should see an incendiary, with torch in hand, ready to set fire to the dwelling in which any one of us and his family are lying in unconscious slumber, ought he not, as a man, to say nothing of his duty as a student, to give an alarm that we may arouse and escape? Might we not put this question to anybody but the incendiary himself, and expect an affirmative answer? But if vices and crimes should become the regular programme, the practical order of exercises, in a college, as they would to a great extent do, if the vicious and profligate could secure impunity through the falsehoods or the voluntary dumbness of fellow-students, then, surely, all that is most valuable and precious in a college would be destroyed, in the most deplorable way; and who of us would not a hundred times rather have an incendiary set fire to his house, while he was asleep, than to bear the shame of the downfall of an institution under his charge, through the misconduct of its attendants! And, in the eyes of all right-minded men, it is a far lighter offense to destroy a mere material dwelling of wood or stone, than to destroy the moral fabric, which is implied by the very name of an Educational Institution.

The student who would inform me if he saw a cut-purse purloining the money from my pocket, is bound by reasons still more cogent, to inform me, if he sees any culprit or felon destroying that capital, that stock in trade, which consists in the fair name or reputation of the College over which I preside.

And what is the true relation which the protecting student holds to the protected offender? An offender, tempted onward by the hope of impunity, is almost certain to repeat his offense. If repeated, it becomes habitual, and will be repeated not only with aggravation in character, but with rapidity of iteration; unless, indeed, it be abandoned for other offenses of a higher type. A college life filled with the meannesses of clandestine arts; first spotted, and then made black all over with omissions and com-

missions; spent in shameful escapes from duty, and in enterprises of positive wrong still more shameful, is not likely to culminate in a replenished, dignified, and honorable manhood. Look for such wayward students after twenty years, and you would not go to the high places of society to find them, but to the gaming-house, or prison, or some place of infamous resort; or, if reformation has intervened, and an honorable life falsifies the auguries of a dishonorable youth, nowhere will you hear the voice of repentance and sorrow more sad, or more sincere, than from the lips of the moral wanderer himself. Now, let us ask what kind of a friend is he to another, who, when he sees him just entering on the high road to destruction, instead of summoning natural or official guardians to save him, refuses to give the alarm, and thus clears away all the obstacles and supplies all the facilities for his speedy passage to ruin.

Look at the parties that constitute a College. A Faculty is selected from the community at large, for their supposed competency for teaching and training youth. Youth are committed to their care, to be taught and trained. The two parties are now together, face to face; the one ready and anxious to impart and to mould; the other in a receptive and growing condition. A case of offense, a case of moral delinquency—no matter what—occurs. It is the very point, the very juncture, where the wisdom, the experience, the parental regard of the one should be brought, with all their healing influences, to bear upon the indiscretion, the rashness, or the wantonness of the other. The parties were brought into proximity for this identical purpose. Here is the *casus fæderis*. Why does not one of them supply the affectionate counsel, the preventive admonition, the heart-emanating, the heart-penetrating reproof; perhaps even the salutary fear, which the other so much needs; needs now, needs to-day, needs at this very moment; needs as much as the fainting man needs a cordial, or a suffocating man air, or a drowning man a life-preserver? Why is not the anodyne, or the restorative, or the support, given? Skillful physician and desperate patient are close together. Why, then, at this most critical juncture, does not the living rescue the dying? Because a "*friend*," a pretended "**FRIEND**," holds it as a Point of Honor that, when *his* friend is sick—sick with a soul-disease, now curable, but in danger of soon becoming incurable, he ought to cover up his malady, and keep the ethical healer blind and far away? When Cain said, "Am I my brother's keeper?"

it was a confession of his own crime. But even that crime, great as it was, fell short of encouraging Abel to do wrong, and then protecting the criminal that he might repeat his crime.

"When we disavow

Being keeper to our brother, we're *his Cain*."

Such is the whole philosophy of that miserable and wicked doctrine, that it is a *point of honor* not "to report,"—though from the most humane and christian motives—the misconduct of a fellow-student to the Faculty that has legitimate jurisdiction over the case, and is bound, by every obligation of affection, of honor, and of religion, to exercise that jurisdiction with a single eye to the good of the offender and the community over which it presides. It is a foul doctrine. It is a doctrine which every parent ought to denounce wherever he hears it advanced—at his table, his fire-side, or in public. It is a doctrine which every community of students ought, for their own peace, safety, and moral progress, to abolish. It is a doctrine which every College Faculty ought to banish from its halls;—first, by extracting it from its possessor, and expelling it alone; or, if that severance be impossible, by expelling the possessor with it.

The practicability of carrying out the views above presented, is not an untried experiment. In an Institution with which one of your Committee is officially connected, (Antioch College,) the doctrines above set forth were announced at its opening, and have now been practiced upon for a period of more than three years. And they have been attended with the happiest results. Such a degree of order, of regularity, and of exemplariness of conduct has been secured, that, for more than fourteen months last past, and with between three and four hundred students in attendance, not a single serious case for discipline has occurred.

In some respects, the experiment here referred to has been tried under more than an average of favoring circumstances; in other respects, under less. The Institution was new. There was no traditional sentiment, in regard to the so-called Code of Honor, to break down. In that organism, the distemper was not chronic. And further, a large portion of its early members were of mature age—persons who *came* to College, instead of being *sent* there—whose heads and hands were alike unsullied by idea or implement of rowdiness, and who looked with a high-minded disdain upon all those brainless exploits which cluster under the name of College "*Pranks*," or "*Tricks*," or "*Practical Jokes*." We call them

brainless, because there has scarcely been a new one for centuries, the professors in these arts being compelled to imitate, because they have too little genius to invent. Indeed, their best palliation is that they are too witless to know better; or that they suffer under the misfortune of having silly fathers and silly mothers, who have permitted their minds to remain in that *Simia* stage of development through which they were passing up towards manhood; for, at this stage, *quadrumana*, and *bimana*, will act alike.

Another point in which the College referred to has enjoyed a great advantage, in regard to the motive power actuating its students, has been the presence of both sexes. Each sex has exercised a salutary influence upon the other. Intellectually, they have stimulated; morally, they have restrained one another; and it is the opinion of those who have administered the Institution, that no other influence could, in so short a time, have produced so beneficial an effect. To this, perhaps, it should also be added, that this College discards all artificial systems of emulation, by Prizes, Parts, or Honors, as they are called; so that one of the most powerful temptations to degrade the standing of a fellow-student in the hope of advancing one's own, is removed.

But, on the other hand, it is obvious that an attempt by a single College to revolutionize a public sentiment, so wide spread, so deep seated, and so fortified by wicked purposes acting under the disguises of honor and magnanimity, must be an arduous and a perilous enterprise. So true is this, that a hundred individual attempts successively made, though followed by a hundred discomfitures, would supply no argument against the triumphant success of a combined and simultaneous assault, by all our literary institutions, upon the flagitious doctrines of the "Code of Honor." For, while the virus of the code exists in other seminaries, and in the public generally, every new student must be placed, as it were, *in quarantine*; and even this could afford no adequate security that he would not introduce the contagion. It is only when moral health prevails in the place from which he comes, that we can be sure of maintaining it in the place he enters.

In the experiment here spoken of, the general doctrines set forth in the Resolutions, though announced and vindicated on all proper occasions, were not incorporated into the College statutes, nor were they presented to new students for signature or pledge. But when any student fell under censure, he was then required, under penalty of dismissal, to yield an affirmative acquiescence to the

soundness of these doctrines, and to make an express promise to abide by them. Only a single case of contumacy under this requirement has occurred for more than three years; and, so far as known, not a case of nonfulfillment of the promise. Indeed, but few cases are left for the promise to act upon.

In conclusion, the Committee would express a confident opinion that the proposed revolution in public sentiment is entirely practicable. The evil to be abolished is an enormous one. The reform would be not only relatively but positively beneficent. The precedent already established, if it does not enforce conviction, at least affords encouragement. The Committee, therefore, recommend the doctrines set forth in the above resolutions, to the Faculties of all Colleges, especially to those in the State of Ohio, whom they more particularly represent, for practical and immediate application.

EXTRACT FROM AN ADDRESS.

*Delivered on the evening of a School examination, at the Seminary,
Warsaw, Ind., Aug. 19th, 1857.*

BY MRS. J. COWEN.

[We insert the following as containing some good ideas on School Exhibitions, and, also, some good suggestions in regard to teaching.—ED.]

We will continue our examination this evening by singing the songs, and speaking the dialogues and addresses, that we have spoken on Friday afternoons during the session; some of which are original, and some selected. Also to read a paper which has been edited in the school.

We hope that no one present will be disappointed on learning that we have no exhibition.

Our views in reference to exhibitions are different from what they formerly were. Experience has taught us, that time spent in preparing theatrical pieces, for an exhibition, will divert the minds of the pupils from some of their important studies, and lead to a trifling habit.

We find that we can teach young children to read, by inducing them to commit, and speak dialogues and declamations, faster than by any other way. The inflections, also, which are so necessary for good readers, can be better taught in this way.

The speaking hours of our last session were occupied, principally, by the advanced Scholars, in giving an abridged history of the rise and fall of Nations, connected with Chronology and Geography, in the form of a lecture to the school, locating the countries or places mentioned on the outline maps. This plan, we found, made a lasting impression on the minds of the pupils, and seemed to awaken in them a desire for searching after knowledge.

This requires a great deal of extra labor from the teacher, but no more than a teacher should expect, who is engaged in the training of youth, the most important and responsible of all occupations, and on which depends the future welfare and destiny of our Nation.

POSSESSIVE CASE.

No. I.

The mode of writing the possessive case of singular nouns that end in the sound of *s* or *z*, has occasioned some dispute. I propose, in a series of articles, to discuss the subject, and to show wherein some grammarians have exhibited an almost total ignorance in reference to what good usage has sanctioned concerning the mode of writing the possessive singular of such nouns.

“When a singular noun ends in *ss*, the apostrophe only is added; as, ‘for *goodness*’ sake; for *righteousness*’ sake;’ except the word *witness*; as, ‘The *witness*’s testimony.’”—*Kirkham’s Grammar*, p. 49.

“When the singular noun ends in *ss*, the apostrophe only is used to mark the possessive case; as, ‘For *goodness*’ sake.’”—*Benedict’s Murray*, p. 34.

“When the singular ends in *ss*, the apostrophe only is added; as, ‘For *goodness*’ sake;’ except the noun *witness*; as, ‘The *witness*’s deposition.’”—*Smith’s Grammar*, p. 47.

"When the name ends in *s*, the apostrophical *s* is not added, except the name *witness*; as, '*witness's* deposition.'"—*Frazer's Grammar*, p. 26.

"The same method of distinguishing the genitive singular, is also adopted in the written language, when the singular form of the noun ends in *ss*; as, '*For righteousness's* sake.'"—*Mulligan's Grammatical Structure of the English Language*, p. 182.

In order to decide whether these quotations, and others which will hereafter be given, state a fact that can be substantiated by reputable usage, I have been noting, in my reading, for the last five or six years, all instances of the possessive case of singular nouns which end in the sound of *s* and *z*. The number observed and marked, amounts, probably, to several thousand. The number of nouns ending in *ss*, whose possessive singular has been noticed, is comparatively small. We shall, however, adduce a sufficient number to settle definitely the rule to be observed in forming their possessives. To prove the accuracy of these statements, we present the following instances:

"Sir Howard Douglass' Work."—*Annual of Scientific Discovery*, 1852, p. 56.

"Blessed are they which are persecuted for righteousness' sake."—*Matt.*, v.: 10.

"For shortness' sake."—*Grund's Trans. of Hirsch's Problems*, p. 270.

To these should also be added, "For goodness' sake," which we are willing to admit, although we have not observed it in print, except in grammars. It might probably be found in some novel.

To offset these we have the following instances:

"The Schoolmistress's letter."—*Hood's Choice Works*, vol. ii, p. 14.

"The Schoolmistress's own invention."—*Ibid.*, p. 14.

"It task'd the Baroness's best endeavors."—*Ibid.*, p. 108, new edition.

"Methinks I see thee bound from Cross's ark."—*Ibid.*, p. 146.

"At the next grave to Mr. Cross's!"—*Ibid.*, p. 185.

"Not Mr. Cross's Three Per Cents."—*Ibid.*, p. 186.

"An ass's head."—*2 Kings*, vi.: 25.

"His mistress's visit."—*Hudibras*, Index.

"His mistress's reply."—*Ibid.*

"Did not the illustrious Bassa make

Himself a slave for Miss's sake?"—*Ib.*, part ii., canto 1, lines 877-8.

- "Ross's Voyages."—*An. Sci. Dis.*, 1850, p. 380.
- "The Countess's case."—*Ibid.*, 1853, pp. 255-6.
- "The Countess's body."—*Ibid.*, 1853, p. 255.
- "Capt. Sir John Ross's expedition."—*Ibid.*, 1853, p. 394.
- "Sir James Ross's ship, Enterprise."—*Ibid.*, 1854, p. 376.
- "Goddess's Statue."—*Rollin's An. Hist.*, vol. i., p. 338.
- "Gauss's equations."—*Hackley's Trig.*, pp. 182, 183, 184, and 186.
- "Gauss's equations."—*Ibid.*, p. 183.
- "Gauss's Theorem."—*Ibid.*, p. 182.
- "Strauss's Life of Christ."—*Harper's Mag.*, vol. i., p. 510.
- "Sir John Ross's voyage."—*Ibid.*, p. 654.
- "Harness's Support of Government essential to Religion."—*Gentleman's Mag.*, 1834, p. 345.
- "Harness's Welcome and Farewell."—*Ibid.*, 1838, p. 1.
- "Capt. James Ross's Antarctic Expedition."—*Ibid.*, 1839, p. 403.
- "The first dish on the table was *an ass's* head!"—*Ibid.*, 1839, p. 459.
- "Schloss's Bijou Almanac."—*Ibid.*, 1839, p. 553.
- "Who would pass through dangers without fears,
Should have a pig's mouth and an ass's ears."—*Ibid.*, 1840, p. 117.
- "Harness's Sermons on Christian Education."—*Ibid.*, 1840, p. 225.
- "Huss's trial."—*Ibid.*, 1841, p. 177.
- "Foss's Grandeur of the Law."—*Ibid.*, 1843, p. 1.
- "Gross's Selections."—*Hamilton's Discussion on Phil. and Lit.*, pp. 120, 383.
- "And kept it in an ass's head."—*Plutarch's Lives*, p. 461.
- "Strauss's hypothesis."—*Morell's Hist. of Mod. Phil.*, p. 725.
- "Ross's *Helenore*."—*Bartlett's Dict. of Americanisms*, p. 46.
- "Sir James Ross's Liberation."—*Kane's 2d Arctic Exp.*, vol. i., p. 311.
- "Sir John Ross's launch."—*Ibid.*, p. 314.
- "Voss's Services."—*Littell's Living Age*, vol. xlv., p. 530.
- "Governor Cass's estimate."—*Smithsonian Con. to Knowl.*, vol. x., p. 46.
- "Governor Cass's experience."—*Ibid.*, p. 46.
- "Governor Cass's expedition."—*Ibid.*, p. 128.

These examples are sufficient to show how little attention was paid by *Kirkham*, *Benedict*, *Smith*, *Frazee*, and *Mulligan*, to the

prevailing mode of forming the possessive singular of nouns ending in *ss*. Because the words *righteousness* and *goodness*, in the phrases, *for righteousness' sake*, *for goodness' sake*, do not take the additional *s*, they seem to have concluded that these indicate the rule, and *witness*, the exception. The rule should rather have been as follows :

The possessive singular of nouns ending in *ss* is formed by adding an apostrophe and letter *s* to the nominative singular, except the words *righteousness*, *goodness*, and *shortness*, when followed by the word *sake*, in which case the apostrophe only is added.

It is allowable for poets to omit the additional *s* when the rhythm demands it.

"Come, ho, wake Diana with a hymn,
With sweetest touches pierce your mistress' ear,
And draw her home with music."—*Mer. of Ven.*, act i.

Steele, in the *Spectator*, wrote, "her *mistress's* dressing-room," and Addison, "to gain his *mistress's* heart by it." Gray has in verse,

"And hard *unkindness'* alter'd eye."

Goold Brown thinks "*heiress's*, *peeress's*, *countess's*, and many other words of the same form, are as good English as *witness's*," and quotes from *Burns's Poems*, p. 44 : "*Miss's fine lunards*," and "*Miss's bonnet*." He also makes the following quotations :

"She made an attempt to look in at the dear *duchess's*."—*Jane West's Letters to a Lady*, p. 95.

"Led slowly through the *pass's* jaws !"—*Lady of the Lake*, p. 121.

W. D. H.

WEBB'S READERS—MCGUFFEY'S SCHOOL-CHARTS— THE WORD-METHOD, &c.

Learning to read is a great undertaking for a child. Do not ridicule this statement, for facts, within the reach of every one, show that many children spend most of their school hours, for a series of years, in trying to acquire this art, and yet, often fail of being good readers. It is enough to excite a feeling of pity to hear some pupils blundering over a long paragraph, "spelling out"

part of the words, guessing at the pronunciation of others, putting in one here, and leaving out or changing others there, and when the "verse" is read (?) indicate, by a sigh of relief, that the effort has been a mere mechanical task. How much better will that pupil read the same paragraph the next day? Will he not, often, spell out, and guess at, as much of it as before?

The chief cause of all this difficulty is deficient primary training. The child is started wrong and goes on wrong; and, as a consequence of the course pursued, a majority of the pupils in our district schools are found using or wishing to use books above their comprehension or capacity. The child is introduced to more new words at a time than he can remember, and thus the "habit of forgetting" is formed, which is the bane of all further effort to progress in knowledge.

But the present object is to say a few words about the "tools" we use in primary teaching. In a class of beginners, I never want a primer of any kind, and a spelling book, at this time, is a nuisance. Webb's First Reader and Primary Cards are the best arranged of anything I have seen for young pupils. They are planned for the special purpose of word-method training. Any person who has used them knows that a child can learn to recognize *words*, even those of five or six letters, or two syllables, as easily as single letters; for these are arbitrary marks, and convey no interesting idea to his mind. He loves his book much better when he finds that he can call *words* at sight as his teacher does, and understand them, too. A child of active mind can be taught to read well in the Second Reader, in a few months, while the "slow" one will be delighted at being able to read well in the First, instead of yawning over the alphabet a whole session.

The writer acknowledges the receipt of four of a series of School Charts, headed by the name of McGuffey. These are an approach to the right thing, and where Webb's can not be had, let the country teachers buy these. There are too few *names* of familiar objects, and too many monosyllables which are unfamiliar to the *ear* of the child, among the list of words. In most primary books, as well as Charts, it seems to be a prevailing error to put in "ape," "nag," "kit," and "pup," when the child will learn mother, sister, horse, kitten, and puppy more easily, because he hears them more frequently. The same word should be repeated on different parts of a chart, so that the little learner may exert his skill in remembering forms, by "hunting them up." Let him

learn *new words no faster than he can remember them*, if it is only one new word each day; and let him be taught to print them on slate and blackboard. If the teacher has not been trained to print, a little self-drilling will soon enable him or her to do all that the pupil is required to attempt.

The old, hum-drum, A-B-C method still prevails in so many of our common schools, that I have long desired to see a series of short articles on the details of the word-method of teaching, for the benefit of those who never had an opportunity of witnessing its workings. Though it should fail to interest some of the "wise heads" who sometimes glance at the *Journal*, it might aid some humble teacher, in smoothing the path for little feet, in their first attempts at "climbing the hill of"—learning to read, by enabling the infant eye and mind to comprehend, with less of toil and pain, the (to them) mysteries of written language. If no other pen can be persuaded or provoked to this work, mine may attempt it, either in the *Journal* or some other paper.

C. M. B.

THE CHILD-NURSE.

She was the only watcher,
 A fair and gentle child,
 With voice of tender accent
 And eyes divinely mild;
 All else had fled the house-hold—
 Servants, retainers, *all*;
 No sound, save her light footstep,
 Re-echoed through the hall.

A blighting, scorching fever
 Had laid each inmate low,
 And fastened on each forehead
 The plague-spot's burning glow.
 Quickly she sped and noiseless,
 Like some fair angel-child,
 Ethereal and radiant,
 With garments undefiled.

With light, melodious footstep,
Flitting from room to room,
The only ray of gladness
Amid the awful gloom;
Springing with step elastic
To every fevered bed,
With gentle, fairy fingers,
She cooled each burning head.

Now hastening—rather flying—
To fill the crystal bowl,
Where sparkling, foaming waters
Their cooling treasures roll;
She stooped to fill the chalice,
Within the lucid spring,
When, on her own fair forehead,
She felt a biting sting.

Mirrored within the fountain,
She saw the deadly stain;
She dropped the chalice—fainted—
Nor woke to life again.
Softly the angels bore her,
On wings of light, away,
Where blighting, scorching fevers,
Ne'er wither or decay.

In vain each sufferer waited
The angel-child's return!
Life flickered, ebb'd, and wasted;
Hope's incense ceased to burn.
Scarce were the childish garments
Exchanged for robes of light,
When, to life's cooling fountain,
She sped her earnest flight.

Standing, with gaze expectant,
Where crystal waters glide,
She looked to find her dear ones
Borne on the swelling tide.
Hope lighted up her features
With Heaven's resplendent beam,
While *first* she gave each dear one
Draughts from the "living stream."

M. L. W. T.

MATHEMATICAL DEPARTMENT.

W. D. HENKLE, Editor.

J.

Mr. J. E. Hendricks has detected an inaccuracy in his reasoning on this problem. After correcting it, he obtains the same result as Mr. Alsop. G. W. Hough, disregarding the mass of the Moon, gets the equations,

$$m = \frac{d^3}{D^3} + \frac{P^2}{p^2}$$

$$m' = \frac{d^3}{D^3} + \frac{P^2}{p'^2}$$

$$\text{Whence } m' = m + \frac{P^2}{P'^2} = 1.0239618481m.$$

This result agrees with *Alsop's*. See *Poisson's Mecanique*, tome 1st; *Gummere's Ast.*, p. 208; and *Norton's Ast.*, p. 250.

When the mass of the Moon is considered, we have—

$$\frac{P^2}{p^2} + \frac{d^3}{D^3} = \frac{m+m'}{M+m}$$

in which m' = the mass of the Moon, and M = the mass of the Sun. A solution gives $m = 1.0175$. See *Poisson's Mecanique*, tome 1, p. 470. He remarks: "The Second Formula is undoubtedly the one we ought to use, as there can not be two different answers. As the second involves the masses of the Sun, Planet, and Satellite, it is, in many respects, preferable to the other."

SOLUTION OF No. 56.—BY JACOB STAFF.

Draw the lines x and y from a and b , intersecting at any point P in space, of equal intensity. Because the intensity is as the magnitude of the light directly and the square of its distance inversely, we have

$$x : y :: \sqrt{a} : \sqrt{b}, \text{ a constant ratio; wherefore,}$$

P is the surface of a sphere, the line ab extended, passing through its center. For the points in which the sphere cuts the line ab , we have $x \pm y = d$ the distance between a and b . From this equa-

tion and the proportion, the radius of a sphere may be readily obtained.

[This problem was also solved by *Alsop*. *J. E. Hendricks* made all the points to be in a given circle, instead of in the surface of a sphere.]

SOLUTION No. 57.—BY THE EDITOR.

Let x = the amount at any time, p = the original principal, t = the time, and r = the rate per cent. expressed decimally.

Then $dx = rxd t$, or $\frac{dx}{x} = rdt$. Integrating, we get

$$\log. x = rt + C.$$

To find C , make $t = 0$; then $x = p$; whence $C = \log. p$. The above equation then becomes

$$\log. x = rt + \log. p.$$

$$\text{or, } \log. \frac{x}{p} = rt.$$

If we multiply by M , we shall convert this hyperbolic logarithm into a common logarithm.

$$\text{Then, common log. } \frac{x}{p} = Mrt.$$

Putting $p = 100$, $r = .06$, and $t = 1$, we get $x = 106.183654 +$, or the interest required = \$6.183654.

This last formula gives us the following rule for finding the amount of any sum, the interest being compounded every instant.

RULE.

Multiply the time in years by the rate per cent., expressed decimally, and this product by 434294482. This result multiplied by the given sum is the amount required.

[This problem was solved by *Alsop*, *Hendricks*, *Stevens*, *Hough*, and *Staff*. The last two solved it by series. In *Silliman's Journal*, Vol. 47, No. 1, 1845, may be found a paper upon the subject of "Instantaneous Interest," by Prof. Geo. R. Perkins. See, also, his *Higher Arithmetic*, p. 171, and *Lawrence's Higher Arithmetic*, p. 255.]

SOLUTION OF No. 59.—BY LENMEL.

If two becomes three, and three becomes five, then two becomes five. And if $6\frac{1}{2}$ becomes 11, 5 will become $11\frac{1}{3}$, then 2 will be-

come $\frac{11}{13}$, or 1 will become $\frac{5}{13}$, whence 13, the $\frac{1}{2}$ of 26, will become 55; and $6\frac{3}{4}$, the $\frac{1}{4}$ of 27, will become $28\frac{9}{2}$.

[*J. E. Hendricks* makes 13 become 22, and $6\frac{3}{4}$ become $11\frac{1}{2}$. *G. W. Hough* says: " $\frac{1}{2}$ of 25 will be $8\frac{1}{2}$, and $\frac{1}{4}$ of 27 will be $4\frac{3}{5}$." *Alsop* remarks: "A question of this kind, I maintain, is entirely unsolvable. No solution can be given of it which may not readily be shown to be *absurd* at every step."

The problem was proposed, about fifty years ago, in the *Mathematical Correspondent*, and the solution given by the proposer results in the answer given by *Lenmel*. It was by compound proportion. We know that it is absurd to talk about two being three, so, also, it is improper to say that an angle is measured by an arc.—Ed.]

SOLUTION OF No. 58.—By W. Downs.

We have $L=Ps$, units of work, in which L represents the labor expended, P the amount of resistance, and s the distance described by the force. The conditions of the problem gives $Ps=2P=3\times 14=42$. Whence, $P=21$.

[This problem was also solved by *Hendricks* in a different way, but with the same result. *Alsop* gives 18, just the weight of the ball less.]

REMARKS.—*Alsop* says: "Staff's solution to No. 36 is, indeed, *peculiar*. All I have to say is, his reasoning is false from beginning to end." *G. W. Hough* gives $\frac{1}{2}\frac{1}{4}$ and $\frac{1}{2}\frac{3}{4}$ for the answer to No. 48. *Alsop* says: "Staff's disposal of H. will not do. From what I have seen from his pen, I am sure he *can not* think his remarks amount to a demonstration." Mr. *Alsop* proposed this problem as an exercise in Analytical Geometry. A solution of this kind has been sent by him. Will our correspondents try it? *W. F. L. Saunders*, a little boy of eight years, says, in answer to No. 55, "No bird would be left; the sound of the sportsman's gun would frighten away the remaining birds." This little boy is said to be master of Ray's Arithmetics, and Ray's Algebra, Part 1, except chapter 5. *Discipulus* says: "After shooting, three would be left one on the ground, and two for parts unknown." *Alsop* says: "Quere.—Are not such questions out of place in a mathematical work? My opinion is that everything in this department should be clear of all quibble—in other words, strictly mathematical." The problem was inserted as a joke, the joke being under-

stood only in our own State. *Alsop* remarks: "That his solution of No. 53 is identical in principle with Staff's, but different in details." In referring to H. B. Wilson's problem, he says: "The fact that the length of the involute may be determined by the semi-circles is an interesting one. I had noticed it somewhere else long ago; but the place where it is found has passed from me." Thus we have another instance of an independent mathematical discovery. The printer, in our solution of this problem, has put *areas*, where we wrote *arcs*. We take this occasion to say, that we do not receive proof of our mathematical articles, and this will account for most of the uncorrected mistakes.

PROBLEM No. 62.—BY J. F. STODDARD.

Suppose a clock to have an hour, a minute, and a second hand, all turning on the same center. At 12 o'clock all the hands are together and point at 12. How long will it respectively be before each hand will be at equal distance from the other two?

PROBLEM No. 63.—BY BENJAMIN HEADLEY.

At what point between the Earth and Moon are their attractions equal, their masses being as 1 to .0125172, and the distance between them being 238,161 miles.

TO OUR CORRESPONDENTS.—As we are just entering upon a new year, we hope you will all renew your subscriptions, and, if you feel an interest in our prosperity, that you will induce others to subscribe. We hope our contributors will not forget the request made on p. 149, vol. 2.

MATHEMATICAL WORKS.

There are many students of Mathematics that never pass beyond the threshold of the subject, for want of works that contain something more than our ordinary text-books. We well know our own efforts to obtain, first, the titles of mathematical works, and then the books themselves. We propose to commence the publication of a list of the mathematical works in our own library, so that our readers may obtain the titles of at least some of the works of this kind that have been published. We shall, generally, abridge the titles.

1. *Bailey's Algebra*, pp. 252, Boston: Jenks & Palmer, 1843. (Copyrighted in 1834.)

2. *Colburn's Algebra*, pp. 300, Boston: T. Wiley, Jr., 1848. (Copy-righted in 1825.)
3. *Sherwin's Algebra*, pp. 300, Boston: Mussey & Co., 1851. (Copy-righted in 1841.)
4. *Greenleaf's Algebra*, pp. 320, Boston: Robert S. Davis & Co., 1852. (Copy-righted in 1852.)
5. *Pierce's Algebra*, pp. 284, Boston: Jas. Munroe & Co., 1843. (Copy-righted in 1837.)
6. *Tower's Intel. Algebra*, pp. 208, Boston: Sanborn, Carter, Bazin & Co. (Copy-righted in 1845.)
7. *Lacroix's Algebra*, translated by John Farrar, pp. 298, Boston: Hillard, Gray & Co., 1837. (Copy-righted in 1830.)
8. *Euler's Algebra*, translated by John Farrar, pp. 298, Boston: Hillard, Gray, & Co., 1836. (Advertisement dated 1818—Copy-righted in 1828.) It contains but a part of the original.
9. *Smyth's El. Algebra*, pp. 252, Boston: Sanborn, Carter, and Bazin, 1857. (Copy-righted in 1850.)
10. *Smyth's Algebra*, pp. 320, Portland: Sanborn & Carter, 1852. (Copy-righted in 1852.)
11. *Totten's Algebra*, pp. 304, Hartford: F. J. Huntington, 1836. (Copy-righted in 1836.)
12. *Day's Algebra*, pp. 332, New Haven: Durrie & Peck, 1841. (Copy-righted in 1831.)
13. *Day's Algebra*, Revised Edition, pp. 404, New Haven: Durrie & Peck, 1852. (Copy-righted in 1852.)
14. *Thompson's Day's Algebra*, pp. 252, New Haven: Durrie & Peck, 1848. (Copy-righted in 1843.)

This list constitutes all the *Algebras* that we possess of those published in New England. In our next we shall give our list of those published in other States.

W. D. H.

EDITORIAL MISCELLANY.

DECISION OF THE SUPREME COURT.

THE case of *Jenners vs. the City of Lafayette*, involving the right of cities and corporate places, to tax themselves to support Public Schools, has been decided, since the last issue of our *Journal*; and, by this decision, all the annual schools in the State of Indiana are crushed at once, with the single exception of those in the City of Evansville. That city, retaining its former charter, has escaped the general wreck. Of the cor-

rectness of this decision we have nothing to say. We presume not to question the wisdom and uprightness of our Supreme Court; but one thing is certain—the decision, or the section of the Constitution on which the decision is based, is most outrageous. If it was the intention of the framers of the Constitution to prevent the establishment and the maintenance of Free Schools, then the Constitution is an outrage upon the people—an outrage, which does not find its precedent or parallel in any State in the Union.

The cause of education has received a fearful check, but it is too late in the day for either constitutions or judicial decisions to interpose obstacles to the dissemination of intelligence, or to place a barrier in the way of Free Schools. The decision or the Constitution will be changed. The Supreme Court claims that this decision is in strict accordance with previous decisions, and that the sections of the Constitution on which it is based, are plain and unmistakable in their meaning. These sections read as follows :

"SEC. 1. Knowledge and learning, generally diffused throughout a community, being essential to the preservation of a free government, it shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, scientific, and agricultural improvement, and to provide, by law, for a general and uniform system of common schools, wherein tuition shall be without charge, and equally open to all."

"SEC. 22, of Art. 4. The General Assembly shall not pass local or special laws, providing for supporting common schools."

If, now, the decision of the Court is correct, Indianapolis, New Albany, Lafayette, and all other cities and corporate places in the State, have no power to tax themselves to maintain Free Schools for a longer period of time than that for which the general school fund provides, which is from two to three months in the year, a period of time which, even the most earnest advocates of Free Schools declare, is so inadequate that, were it not that this forms the germ or nucleus for something better in the future, the educational condition of the State would be improved by its being dispensed with altogether. This amounts in fact to the destruction of Free Schools. For the time never will come when the schools in the country will be kept open during the entire year. There is no State where, in the thinly settled portions, or, indeed, in the agricultural portion generally, schools are maintained more than seven or eight months in the year. The scholars in such sections are needed during portions of the year upon the farm, and ample means are here offered for their employment during the long vacations between the summer and winter schools. But, in the city, not one in five, perhaps not one in ten, of the children, between the ages of six and fourteen, could find useful employment of any kind. The Constitution, then, or the decision, couples with maintenance of Free Schools in the cities an impossible condition.

The whole facts in the case may be stated in a few words. We venture to give them, at the risk of being disbelieved in other States, where *Free*

Schools are not unconstitutional. The Constitution of Indiana, or the interpretation of it, by her highest judicial tribunal, *forbids the people of any city or corporate place in the State, to tax themselves to support Free Schools, till the whole of the State will also consent to tax itself for the same purpose.*

RELIEF FOR TEACHERS.—Friend Henkle, of Richmond, writes us that he has been examining the Constitution of the State, and finds one clause which comes to the relief of teachers and friends of education, namely: Sec. 36, Art. I. "*Emigration from the State shall not be prohibited.*"

RIPLEY COUNTY.—The cause of education is gradually progressing in old Ripley. The "Free School system," though the subject of many anathemas, is beginning to work admirably. Each year, an energy to educate, on the part of parents, is manifestly increasing. Old school-houses are being laid aside—new ones are being erected. Qualification is the first consideration, in hiring a teacher, not the price, as formerly. There has been some attempt made to organize a Teachers' Institute in this county, though, as yet, fruitless. We are not yet discouraged. Would that the *Journal* had a larger circulation, among us especially. No teacher should be without it. We must educate, or we perish. G. W. S.
[We received this before the decision of the Court.—Ed.]

We are indebted to MESSRS. STEWART & BOWEN, Booksellers and Publishers, of this city, for the January and February numbers of the *Atlantic Monthly*. We would again call attention to the notice in our last number, of this most excellent Magazine. By an arrangement with the publishing house, we can furnish to our subscribers (old, as well as new), both the *Atlantic Monthly* and the *Indiana School Journal*, at the same price at which the *Monthly* alone is issued—\$3.00 per annum. Send in your orders.

The Union School at Connersville, under the care of Mr. Joseph Brady, is in a flourishing condition. There are funds sufficient to continue it till the middle of June. The School numbers 480 scholars, with an average attendance of 400.

ERRATA.—In article on Indiana University, in January number, 1st page, 2d line from top; instead of "intellectual," read *educational*.

3d page, 6th line from the bottom, and 4th page, 6th line from the top; instead of "Newman," read *Ammen*.

4th page, 8th line from the top; instead of "Turner," read *Tanner*.

6th page, 12th line from the top; instead of "Auderson," read *Ammen*.

7th page, 11th line from the top; instead of "enacted," read *erected*.

7th page, 14th line from the top; instead of "deficient," read *difficult*.

15th page, 3d line from the bottom; instead of "office," read *officer*.

THE RESULTS OF THE DECISION OF THE SUPREME COURT.

In New Albany, where schools were firmly established, and where they have been in successful progress for the past three years, the corps of teachers, twenty-seven in number, has been disbanded, and the Free Schools are closed.

In Lafayette, where the blow was first felt, an attempt is making to still continue the schools, open and free to all. Between eight and nine hundred dollars have been subscribed, and a committee has been appointed to sell scholarships at four dollars each. It has been estimated that nine hundred scholarships, in addition to the amount of money contributed, would carry the schools through the balance of the year. From one of the teachers of that place, we learn that there is little prospect of this plan succeeding; meanwhile, the schools are stopped. Shelbyville has made an effort to raise, by voluntary payment of taxes (which has not yet been declared unconstitutional), and by subscription, sufficient means to continue in operation the fine graded schools in that place. It has not been successful, and now there is an attempt making to preserve a remnant of the graded system, dismissing all but four teachers, and admitting those only who are able and willing to pay.

In Richmond, committees were appointed to solicit payment of the tax which had been assessed, and it has been decided, that if two-thirds of the amount assessed can be realized, the schools will be kept open till April. The schools there, at last accounts, were not closed.

In Indianapolis, the schools were closed on Friday, Jan. 29. Ward meetings were called, and committees were appointed to canvass the whole city, to solicit scholarships and subscriptions for free schools. About \$3700 was subscribed for the present quarter, and after a delay of one week, the schools were re-opened under the same system and organization as before. The price of scholarships was fixed at the following rates per quarter:

High School,	-	-	-	-	\$4.50.
Grammar School,	-	-	-	-	3.50.
Intermediate School,	-	-	-	-	3.00
Primary and Secondary Schools,	-	-	-	-	2.00.

How successful the Trustees may be in this place, we can not conjecture. About one-half of the whole amount was paid in during the first two or three days after re-opening, and many friends of the schools have a hope of continuing them till some permanent relief can be obtained. For ourselves, we are not so sanguine, and we are prepared to see the free schools of this city, in a short period, sink in the same pit which has engulfed the others. From other parts of the State we have not heard—nor is it necessary to hear. In some places, the schools may, by extraordinary effort, stand for a few weeks or even months, but deprived of their only natural support, they must all, sooner or later, be given up. Taxation is the only basis on which a Free School system can stand.

RAPIDITY OF THOUGHT IN DREAMING.—A very remarkable circumstance, and an important point of analogy, is, says Dr. Forbes Winslow, to be found in the extreme rapidity with which the mental operations are performed; or rather, with which the material changes on which the ideas depend are excited in the hemispherical ganglia. It would appear as if a whole series of acts, that would really occupy a long lapse of time, pass ideally through the mind in one instant. We have in dreams no true perception of the lapse of time—a strange property of mind! for, if such be also its property when entered into the eternal disembodied state, time will appear to us eternity. The relations of space, as well as of time, are also annihilated; so that, while almost an eternity is compressed into a moment, infinite space is traversed more swiftly than by real thought. There are numerous illustrations of this principle on record. A gentleman dreamed that he had enlisted as a soldier, joined his regiment, deserted, was apprehended, carried back, tried, condemned to be shot, and at last led out for execution. After the usual preparations, a gun was fired; he awoke with the report, and found that a noise in the adjoining room had, at the same moment, produced the dream and awakened him. A friend of Dr. Abercrombie dreamed that he crossed the Atlantic and spent a fortnight in America. In embarking, on his return, he fell into the sea, and, awakening in the fright, found that he had not been asleep ten minutes.

[Selected.]

PROCEEDINGS AND OFFICERS OF THE JASPER. CO. TEACHERS' ASSOCIATION.—The Teachers' Association met, Jan. 9th, 1858, pursuant to adjournment, E. T. Harding, President, C. H. Tatman acting as Secretary.

The committee who were instructed to prepare Constitution and By-laws, being called for, submitted a report.

On motion of G. D. Kent, the Constitution was taken up, article by article, and adopted. Thereupon, the By-laws were taken up and adopted.

On motion of R. B. James, the Association proceeded to the election of officers, which resulted as follows:

E. T. Harding, President; G. D. Kent, of Hanging Grove, Henry C. Smith of Marion, Wesley Spitler of Newton, F. E. Donley of Jordon, C. H. Tatman, Barkley, Vice Presidents; Miss P. M. Johnson, Secretary; Mrs. L. Dennit, Treasurer; R. B. James, R. H. Milroy, G. D. Kent, Prudential Committee.

DIVISIBILITY.—This is a property possessed by all bodies, and means their capability of being separated into parts.

It was formerly a question among philosophers whether matter was capable of being divided *ad finitum*, or whether there was a limit beyond which matter could not be divided. The question is incapable of direct solution, and fortunately science does not require that it should be known; but the extent to which subdivision has been carried in the arts is prodigious. In the gilding of buttons, five grains of gold, which is applied as an amalgam with mercury, is allowed to a gross; so that the coating left must not be more than the 110,000th part of an inch in thickness. If a piece of ivory or white satin be immersed in a solution of nitro-muriate of gold, and exposed to a current of hydrogen gas, it will be covered with gold not exceeding the ten-millionth part of an inch in thickness.

A single grain of blue vitriol will give an azure tint to five gallons of water. In this case the copper must be attenuated ten million times, and yet there is sufficient in each drop of water to give it color. Odors are capable of still further diffusion: a single grain of musk has been known to scent a room for twenty years.

Animal matter likewise exhibits many instances of wonderful subdivision. The milt of a codfish, when it begins to putrefy, has been estimated to contain a billion of perfect insects, so that thousands of these little lives could be lifted on the point of a needle. One of the infusorial animalcules found in duck-weed is ten million times smaller than a hemp seed; and another, discovered in ditch-water, appears in the field of a microscope a mere atom endowed with sentient life, and millions of them play, like sunbeams, in a single drop of liquid.—*Scientific American*.

From the Richmond "Broad Ax."

The following will suggest a valuable exercise in spelling :

About eight or ten weeks ago I referred to a spelling exercise in No. 9, at the Public School. Eighty pupils then spelled correctly but 44½ per cent. of the words pronounced. Since that time, spelling has been made a tri-weekly exercise, and, for several weeks at first, a daily exercise. The students generally in No. 9, have entered into the study of this important branch with praise-worthy zeal. At the close of the first term of the School, on Dec. 24, the following words were pronounced as an examination exercise :

- | | |
|----------------|------------------|
| 1. Valid, | 11. Crystallize, |
| 2. Pallid, | 12. Sinew, |
| 3. Pomace, | 13. Maelstrom, |
| 4. Dessert, | 14. Dizzy, |
| 5. Desert, | 15. Busy, |
| 6. Billion, | 16. Raillery, |
| 7. Bilious, | 17. Heinous, |
| 8. Docile, | 18. Sieve, |
| 9. Valise, | 19. Siege, |
| 10. Verdigris, | 20. Seize. |

The 4th word was pronounced with the accent on the second syllable; the 10th, *ver-de-grease*; the 16th, *ral ur-e*; and the 17th, *hay-nus*.

The result was, that in the Third Class, there was an average of 52½ per cent. of words spelled correctly; there being 32 pupils in the class.

Of the Second Class: the average here was 66½ per cent., there being nine in the class.

Of the First Class: the average was 88½ per cent., there being 52 in the class.

The average of all the per cents obtained by the 93 pupils that were present at the time of the exercise was 74, lacking two ninety-thirds.

W. D. H.

PHILOSOPHY IN AN EGG-SHELL.—The connection of the physical sciences is a study of very recent origin—a very difficult one, because it requires an extensive and intimate acquaintance with widely different branches of science; and a very interesting one, because it joins the elementary facts of science, as they are joined in nature, showing the uses of physical laws, and their adaptation one to another.

In this department of science the naturalist and the natural philosopher meet—the one with an intimate acquaintance with the habits and laws of organized beings, the other, versed in the natural laws and properties of matter. They compare notes, and institute a new science. The following

interesting illustration of this will probably be new to most, if not all, of our readers.

The naturalist, in studying the development of the embryo chick, discovers that the albumen, or white of the egg, while serving the growing embryo as nutriment, also serves it as a garment, protecting it with singular security from sudden changes of temperature. Only by long exposure, can the temperature of the yolk be affected. Albumen is found to be a remarkable non-conductor of heat, so that the hen or the sparrow can leave her eggs in the nest a long time without injury. This seems a wonderful provision, but it would be less so if it were arbitrary, as it is not, or if it served only this special end. The same physical properties which render albumen a firm but soft bed for the yolk, and adapt it to the growth of the embryo, make it a non-conductor.

The natural philosopher has, in his investigations, discovered that, while the metals are good conductors of heat, vitreous and crystallized substances are poor conductors, and that fluids are almost entirely non-conducting. While, in solid bodies, the heat passes more or less readily from particle to particle, it moves with the greatest difficulty through a fluid; but the fluid being itself movable, can transfer heat from one portion of its mass to another, by mechanical conduction. Thus, water heated from below is soon thoroughly warmed by the circulation which the heating produces; but heated from above, its temperature is scarcely affected. Hence the solid is heated by molecular conduction, or by the passage of the heat from one fixed point to another through the whole mass, while the fluid is heated only by mechanical conduction, or by the motion of the particles among each other. If, now, we were to predict the nature of that substance through which heat would penetrate with the greatest difficulty, we would, from what we have seen, suppose it to be either a fluid with the least power of mechanical conduction, or a solid with the least power of molecular conduction; either a viscid fluid, or a vitreous solid. Now, the albumen of eggs is a mean between these two substances. If it were solid it would be brittle, if a fluid it would be viscid. It is, in fact, gelatinous, acting like a solid in its mechanical motions, and like a fluid in its molecular motions; and, consequently, among simple homogeneous substances, the poorest conceivable conductor of heat.

But these properties of albumen are adapted to other uses. They afford the soft but firm bed in which the embryo lies, the yielding element in which it lives, and the nutritious aliment on which it grows; and all these uses are derived from the simplest of physical properties.

Our admiration should indeed be greater, as we find that no special arbitrary providence endows the albumen with its properties, but rather endows matter itself with properties capable of such various applications; and our admiration should be still greater, if it be true, as the chemists surmise, that even the peculiar properties of solids and fluids, with respect to heat, are not arbitrary endowments, but the results of their constitutions. The very firmness and rigidity of solids are supposed to be the means by which heat is propagated through them.

Though albumen is so constituted as most effectually to resist the conduction of heat, it is yet, like most fluid and vitreous substances, transparent, and like them also permeable to radiated heat; from which, however, the egg is protected by its opaque shell. Thus the shell, like the albumen, has more than one office. Its dome of strength seems to be its most prominent feature, only from its analogy to architectural forms and the resemblance of some of its uses to those of art. Such indeed is the economy of nature in the use of means, that the naturalist can not confidently assign the use of any form or substance; for while structure must be limited to the combination of few physical or mathematical properties, its uses may be unlimited.—*N. Y. Eve. Post.*

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